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SBSP Remote Learning Action Plan

This was taken from the DFE Remote Learning Guidance and Template.

We have made it into an Action Plan to ensure we are delivering what our children deserve.

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Our Approach	Our Provision	Developing Further
Remote education plan There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.	All year groups will upload their weekly timetable on to Google Classroom. Work packs will be available for those children that cannot access the internet or do not have any devices at home. All children in school will be taught the same curriculum as the children at home. SEND pupils to be given differentiated work if they cannot access the work the rest of the year group are doing. Most VP pupils are in school and those that are not will access the remote learning. This is closely monitored by the Senior Leadership team.	• Google Classroom • Oak National Academy • White Rose Maths
Communication	All governors, staff, parents and carers are aware of our approach and arrangements for remote learning.	Regular communication and updates are provided with any changes to the provision.

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Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.		Regular phone calls by the TA's to all parents. BO calling vulnerable children Communication sheet to be filled out by class teachers and returned to SLT to analyse. Newsletters and staff briefings sent regularly Weekly updates from the Headteacher are provided on the school website. Weekly Virtual Coffee Mornings are run by the SLT to keep parents informed and improve provision.
Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: • understanding the impact on staff workload and how to mitigate against it	The school has systems in place to monitor the impact of remote education. One team in school while the other year group team is supporting the remote learning. This reduces workload for staff.	Rota in place Regular communication with staff SLT working on attendance

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• staffing changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts	All staff are aware that they can email/call RT/AdT if workload is a problem. RT/AdTto be made aware of any staff changes needed.	
Home environment The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home. The school supports pupils on how to self-regulate during remote education, including: • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation	We have adapted our remote education provision depending on pupil's home environment. Pupils who might lack digital access to support the remote education provision will be supported by school by providing them with a Chromebook and internet access (where possible)	Chromebooks to be supplied to families Data to be supplied to families Regular phone calls in order to support children understand their strengths and weaknesses in order to improve learning

Laptops, Chromebooks, tablets and internet access	School is making suitable alternative arrangements to minimise the impact on remote learning. These will be provided to the pupils that need it at the beginning of Week 2	A list has been created for children that need to loan a Chromebook

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Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.		A text to be sent to see if any families are needing to loan a data/ dongle Weekly phone calls by the IM to see if families have suitable devices.
Supporting children with additional needs Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education. This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.	Children with IEP's in mainstream will be receiving differentiated work if they are unable to access the work that has been set for the rest of the class.	Oak National Academy provides resources for teachers to support children with additional needs. DHT and IM are communicating with SEND/ VP's parents. TA's to speak to all parents each

		week
		Senior Leaders – home visits

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Monitoring engagement The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.	School checks weekly whether pupils are engaging with their work and will inform parents and carers immediately where engagement is a concern. (SLT are also conducting home visits where necessary). Each year group provides Google Classroom, quizzes or through returning work packs	TA's to make weekly phone calls to check any concerns around work. Parents are aware they can contact staff in school at any time if need be
Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.	Individual meetings with pupils who are struggling with technology are organised with the SLT as required or identified by Class Teachers/Teaching Assistants.	
Minimum provision School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum: • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day	All pupils in school and at home will receive their appropriate length of lessons and a range of subjects.	Staff are aware of remote education expectations from the government

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Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.	School has a clear, well sequenced curriculum for pupils in class and those working remotely. The remote curriculum is very similar to the one taught in class.	Google Classroom Oak Academy OUP resources White Rose Maths
Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned, resources. Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.	The school has a good system in place to support our remote learning. Our remote learning includes recorded lessons, direct teaching time from other educational providers and time for children to complete the tasks. School is using their own systems to support effective communication and accessibility for all pupils.	Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. Recorded lessons White Rose Maths videos RWI Videos

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The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.		Story time by our teachers
Assessment and feedback **The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.** **The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.**	The school has a good plan in place to gauge how well all pupils are progressing. The school provides feedback, at least weekly using Google Classroom (Jamboard/ Mote) or written feedback on pupils' work.	Weekly phone calls – feedback to parents Google Classroom – feedback to the children Written feedback to children through marking their work packs/jotters
Strategic partnerships The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.	Working with schools in our LAT, across Haringey linked to work with Tom Sherrington.	

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Effective practice Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.	Teaching staff are aware of resources available to support remote learning	GOV.UK provides a good practice guide to support schools in their delivery of remote education.
Staff capability Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely. Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.	Staff have access to the digital resources and tools that we need to teach and support pupils remotely. Staff have had some training in order to support the use of digital tools and resources. Staff who feel confident are able to use digital resources e.g Google Classroom	
School community events Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and	Weekly Virtual Coffee Mornings for parents are run by the SLT to keep parents informed and improve provision.	

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belonging, especially disadvantaged and SEND pupils.	Meet and Register sessions are run weekly within the schools learning platform (Google Classroom).	
Realistic expectations of pupils, parents and carers Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website. Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).	Parents and carers have clear guidance on how to support pupils at home. Those that struggle are able to contact school at any time or tell the TA when they call. Information regarding remote learning can be found on the school website Children understand how they can participate in remote learning. SLT to inform pupils on the expectations on how many hours they should be learning.	Calls home School website to be updated regularly. Office staff to pass on any messages to class teachers. Website to be updated weekly
Ensuring safety There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise	Parents and carers are able to raise any safeguarding concerns at any time. School has clear safeguarding protocols in place to ensure pupils are safe. School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns.	Weekly phone calls Calls to the office Good communication with staff in school

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any safeguarding concerns in relation to remote education.		
Online safety If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.	Online safety has been taught in school Updated information on the school website and Twitter	
Wellbeing Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.	Staff are aware of potential wellbeing problems. They are aware to let the class teacher or IM know if there are any problems around wellbeing or mental health. Teach Jigsaw	Phone calls home Good communication IM to call the most vulnerable once a week as well as the TA
Data management	Chrome Books that have been given to children in need of devices have been set up by the school's IT consultant. GDPR settings comply with the schools policy.	

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The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	All pupil recording functions have been disabled. Only teachers can record live sessions.	
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Same rules apply as when we teach the children in school. Staff to make parents aware about any inappropriate behaviour.	